EDUCATION PROFESSIONS I

Education Professions I provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the *Education Professionals I* teacher. Articulation with postsecondary programs is encouraged.

- DOE Code: 5408
- Recommended Grade Level: Grade 11, 12
- Recommended Prerequisites: Nutrition and Wellness, Child Development, Advanced Child Development, and Interpersonal Relationships
- Credits: 1-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with the "Education Fundamentals" Pre-Professional Assessment and Certification of the American Association of Family and Consumer Sciences.
- This course is aligned with the following post-secondary courses for dual credit:
    - Ivy Tech:
        - EDUC 101, Introduction to Teaching as a Career
    - Purdue University:
        - EDCI 205, Exploring Teaching as a Career (pilot)
    - Vincennes University:
        - EDUC 291, Foundations of Education (pending)

Dual Credit
This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Application of Content and Multiple Hour Offerings
Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.

Career and Technical Student Organizations (CTSOs)
Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in FCCLA (Family, Career and Community Leaders of America), the CTSO for this area.

Content Standards		

Domain 1 – The Teaching Profession
Core Standard 1: Students explore factors related to preparing for a career in education and related careers.

	Standards	
	EF-1.1	Examine roles, functions, education and training, and licensure/certification requirements of individuals engaged in education and related careers.
	EF-1.2	Explain personal characteristics, abilities, knowledge, skills, and requirements needed to work as a competent educator in education and related careers.
	EF-1.3	Understand ethical and legal standards and principles that impact education and related careers, including liability and confidentiality in family/school relationships.
	EF-1.4	Recognize the symptoms of child abuse and neglect and the appropriate reporting protocol.

Domain 2 – The Learner and the Learning Process
Core Standard 2: Students relate curriculum and instruction to student's developmental needs.

	Standards	
	EF-2.1	Apply basic learning theories and principles to learners.
	EF-2.2	Examine how effective teaching practices accommodate learning styles, learning differences, and special needs.
	EF-2.3	Explain how language, culture, and educational background affect learning and schools.
	EF-2.4	Examine physical, emotional, social, and intellectual development of children and adolescents.
	EF-2.5	Describe management strategies that promote positive student behavior while engaging students in learning.
	EF-2.6	Explain how schedules, activities, routines, and transitions promote learning.
	EF-2.7	Identify the cultural, environmental, and family factors that affect the students in schools.

Domain 3 – Planning Instruction
Core Standard 3: Students develop and manage instructional plans based upon knowledge of subject matter and curriculum goals.

	Standards	
	EF-3.1	Describe curriculum and instruction models.
	EF-3.2	Establish instructional goals that are developmentally appropriate.
	EF-3.3	Develop organizational and managerial skills that enhance performance.
	EF-3.4	Utilize relevant standards in instructional planning and assessment.
	EF-3.5	Apply principles and elements of effective instruction and assessment.

Domain 4 – Learning Environment
Core Standard 4: Students create an optimal learning environment for students.

	Standards	
	EF-4.1	Determine classroom management procedures that support learning.

	EF-4.2	Describe how materials, furnishings, and other resources create safe and effective instructional environments.
Domain 5 – Instructional Strategies and Assessments **Core Standard 5:** Students employ a variety of instructional and assessment strategies to promote optimal learning.		
	Standards:	
	EF-5.1	Examine ways student learning is influences by teaching strategies.
	EF-5.2	Describe purposes of and techniques for assessing student learning.
	EF-5.3	Summarize how assessment is integrated into teaching and learning.
	EF-5.4	Understand how learner feedback guides instruction.
	EF-5.5	Integrate technology as a tool for instruction, evaluation, and management.
	EF-5.6	Demonstrate discussion and questioning techniques that promote critical thinking and problem solving.